

# NM PUBLIC SCHOOL PRESCHOOL WALK THROUGH

Teacher Name:	Date of Walk Through:	
<b>Domain 1: Planning and Preparation</b>	<b>Observed</b>	<b>Rubric Rating</b>
The PED Preschool Lesson Plan template is used.		
Lesson plans include a range of strategies to teach the content and engage learners through auditory, visual, and kinesthetic activities.		
Lesson plans consist of morning message, transition activity, open ended questions, and tiered vocabulary.		
Lesson plans include at least one read aloud per day with a related before, during, or after activity that expands learning.		
Lesson plans include planned small group and whole group instruction.		
Lesson plans include the learning objectives aligned to the Early Learning Guidelines Essential Indicators to support children's learning and development.		
Teacher selects practices for Practice-Based Coaching using the PED Menu of Practices or data from the TPOT, ECERS-3, and ECOT.		
<b>Domain 2: Creating an Environment for learning</b>	<b>Observed</b>	<b>Rubric Rating</b>
Language amongst adults and children is warm and respectful.		
Most adult language is used to exchange information or for social interaction, rather than to manage behavior.		
Classroom activities have a definite beginning, middle and end.		
Teacher utilizes a visual schedule throughout the day.		
Teacher focuses children's attention to the purpose of the lesson prior to beginning.		
Teacher reviews the rules and/or expectations (limit to 6) prior activity.		
Teacher is prepared for the lesson; materials are ready and accessible.		
Adult roles are shared among all adults in the classroom and all adults provide instruction at some point during the day.		
Teacher uses directions that are simple, short, and specific.		
Teacher has brief conversations with children to intentionally support home language and English language development throughout the day (Strive for 5).		
<b>Domain 3: Teaching for Learning</b>	<b>Observed</b>	<b>Rubric Rating</b>

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Teacher positively acknowledges children's communication with him or her (i.e., nodding, eye contact, holding up a finger to let children know that they must wait to speak, responding verbally, or answering and expanding on children's communicative initiations to support home language and English language development).		
Classroom materials or teacher clarifications are in English, Diné (Navajo), Spanish, and other home languages as appropriate.		
Teacher is intentional and uses observational data to drive instruction.		
Teacher uses realia, discussion, books, and technology to build children's background knowledge.		
Teacher encourages language development: <ul style="list-style-type: none"> <li><input type="checkbox"/> Conversation (5 or more exchanges)</li> <li><input type="checkbox"/> Open-ended vs. right answer questions</li> <li><input type="checkbox"/> Expands on child's comments</li> <li><input type="checkbox"/> Asks how and why questions</li> <li><input type="checkbox"/> Asks for predictions</li> </ul>		
<b>Domain 4: Professionalism</b>	<b>Observed</b>	<b>Rubric Rating</b>
Teacher uses different methods of communication with different families (e.g., home visits, phone calls, classroom visits, notes, technology platform (apps), or newsletter) to ensure that an effort is made to connect with all families.		
Teacher creates and regularly uses <b>bidirectional</b> communication systems with families, offering a mechanism to share information about the family or child with the teacher.		
Teacher regularly participates in Practice-Based Coaching meeting by reflecting on and improving his/her own practice.		
Teacher consistently collaborates with families and other preschool staff.		
Teacher actively pursues professional development using the FOCUS Criteria as a guide.		
<b>Notes:</b>		
<b>Administrator Name:</b>		